DOCUMENT RESUME

ED 290 751 SP 029 885

AUTHOR Mei-Yin Chi, Marilyn
TITLE Novice to Practitioner: A Reflective-thinking Developmental Teacher Education Model for the Early Childhood Educator.
PUB DATE Feb 88
NOTE 25p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Early Childhood Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Development; Student Teaching; *Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS Idaho State University

ABSTRACT

A detailed description is given of the Early Childhood Teacher Education Program at Idaho State University. This program consists of five phases: (1) early field experience; (2) observing and participating in a diversity of early childhood programs as teacher-initiates and teacher-assistants; (3) examining and reflecting upon their teaching and conceptions of curriculum while working as teacher-associates, (4) verifying or modifying their understanding of teaching/learning in laboratory; and (5) student teaching. From the aforementioned field, clinical and laboratory experiences, preservice teachers are expected to develop a sense of confidence, autonomy, thoughtfulness, reflectivity, and creativity with life-span implications for teaching and learning. (Author/JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED290751

Novice to Practitioner: A reflective-thinking developmental teacher education model for the early childhood educator

Marilyn Mei-Ying Chi, Ph.D.
Idaho State University
College of Education
Department of Education
Pocatello, ID 83209

Paper presented at the 68th annual meeting of the Association of Teacher Educators, San Diego, CA, Feb. 14-17, 1988

Running head: Teacher Education in ECE

DRAFT: Please do not quote without permission of author

SP 029 885

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Mei-Ying Chi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Abstract

This program was developed into five phases: (a) early field experience, (b) observing and participating in a diversity of early childhood programs as teacher-initiates and teacher-assistants, (c) examining and reflecting upon their teaching and conceptions of curriculum while working as teacher-associates, (d) verifying or modifying their understanding of teaching/learning in laboratory, and (e) student teaching. From the aforementioned field, clinical and laboratory experiences, preservice teachers are expected to develop a sense of confidence, autonomy, thoughtfulness, reflectivity, and creativity with life-span implications for teaching and learning.

BEST COPY AVAILABLE

Novice to Practitioner: A reflective-thinking developmental teacher education model for the early childhood educator

Description of the Early Childhood Teacher Education Program

The Bachelor of Arts in the Early Childhood Education degree program at College of Education, Idaho State University is designed to provide training of teachers in the field of early childhood education. In addition, the program provides a means of upgrading the professional educator's knowledge and skills in the early childhood edcuation area. This degree program is field-based and allows students the opportunity to apply course work instruction to practical experiences in approved early childhood education settings at each level of preparation. Students majoring in this program are endorsed with state certification from kindergarten to third grade or eighth grade depending on the component.

Rationale of the Early Childhood Teacher Education Program

The education of young children takes place in a number of institutions designed to serve a number of different purposes. The period of early childhood is generally conceived as the period of the child's life until about eight years of age. During the child's fifth year, it is the kindergarten, most often a part of the elementary school, that provides formal early childhood educational services. From about age six through age eight, the child is enrolled in primary grade classes and is thus served by the elementary school.

Since American public education does not generally extend below Kindergarten level, the majority of chidren ages three to five are served by nonpublic nursery schools and day-care centers. The nursery school is primarily an educational institution which enrolls children for half-day sessions and often follows the academic calendar

established by public schools. Day-care centers are designed to provide a safe and healthy environment for children during extended periods daily, often because parents work or attend school and thus cannot care for them directly. Day-care centers generally include educational programs.

Children below the age of two-and-a-half or three years are often served by day-care homes or infant-toddler centers. The centers may be separate institutions, but day-care homes represent an informal arrangement whereby a person may enroll a small group of children for care within a home setting. Head Start and other special programs supported by public funds exist for children below the public school entry age. However, the conceptions of education underlying such programs are generally broader than that of a kindergarten or nursery school. Many such programs are designed to prevent future difficulties and to counteract deficiencies in the child or in his background.

Thus a range of services within a number of different institutions, both formal and informal, constitute early childhood education. Different services need to be provided by persons with different competencies. These competencies vary in levels of sophistication as well as in kind. A teacher in a primary school must do different things than a teacher in a nursery school. Caring for a group of children in an institutional setting is different from caring for a single child in a home.

Curriculum Framework of the Early Childhood Teacher Education Program

A curriculum framework is an essential conceptual structure for decision-making about educational aims, curriculum content, instructional methods, and administrative policies. Educational

philosophy and socio-psychological theory combine to form the core of a comprehensive curriculum model. The psychodynamic perspective of development and the constructivist perspective of learning provide conceptual frameworks for the curriculum of the early childhood teacher education program in the College of Education, Idaho State University.

In general, the teacher education curriculum comprises three parts--general education, professional education, and content area studies. General education is one of several terms used to define the education that is purported to be of value to all persons. Professional education is used to define the education needed to practice in a particular profession. In education, it is referred to as pedagogy or the art and science of teaching. Content area studies are referred to as preparing teachers to know the content to be taught and how the content can be related to the interests and experience of children and youth.

In professional education, The National Council for Accreditation of Teacher Education (1982) states four categories of professional studies. They are: (1) Content for the teaching specialty, (2) humanistic and behavioral studies, (3) teaching and learning theory, and (4) practicum.

Based on the NCATE Standards (1982), the curriculum design of this program includes theory and practice, and integrated theories of teaching/learning and content specialty with the study of actual behavioral situations, both real and simulated. Thus, the curriculum includes supervised clinical, laboratory, and practicum experiences which are sequential and incremental and occur in a variety of settings including the areas of specialization.

Integral Content Components of the Curriculum

The curriculum framework establishes integral content components in the Early Childhood Teacher Education Program. The components also meet the Standards of Idaho State Teacher Certification (1986).

1. Study child development from birth and adolescence with emphasis upon the implications of the learning process for these ages.

2. Study psychological and sociological concepts and generalizations dealing with the development of self-concept, and group responsibility and relationships.

3. Study and experience designed to develop skills in observing, recording, and assessing children's behavior in order to plan an appropriate instructional program and learning environment.

4. Study and experience in the disciplines which provide content knowledge needed to teach language development and listening, speaking, writing, and reading, with an emphasis on language development and learning.

5. Study and experience in the disciplines which provide content knowledge needed to teach mathematics.

6. Study and experience in the disciplines which provide content knowledge needed to teach biological and physical sciences and health.

7. Study and experience in the disciplines which provide content knowledge needed to teach the social studies areas.

8. Study and experience in the disciplines which provide content knowledge needed to teach fine arts.

9. Study and experience in organizing, planning, and implementing physical education activities and safety practices.

10. Study and experience designed to develop competence in enabling children to express themselves creatively in a variety of ways, including through the arts, music and movement.

11. Study and experience designed to develop competencies which enhance the critical thinking ability of the learner in any content area.

12. Study and experience designed to develop competence in facilitating independent learning and decision-making skills in young children and early adolescents.

13. Study and experience designed to examine characteristics of different learning environments appropriate for children from infancy through early adolescence.

14. Study and experience designed to develop skills in the use of state and local resources and appropriate referral strategies.

15. Study and experience designed to develop the skills and ability to work with parents and other adults in the home, school, and community.

16. Study and experience in undertaking the organization and administration of the pre-kindergarten program.

Curriculum of Professional Education
in the Early Childhood Education Degree Program

In the Early Childhood Teacher Education program, the requirements in professional education for students majoring in Early Childhood Education are the following courses:

HEC 200	Human Growth and Development	2 Crs.
ED 200	Aide Experience	1 Cr.
CESE 200	Mainstreaming & Multicultural Educ	2 Crs.
HE 200	Promoting Wellness	2 Crs.
Math 209	Math for Elementary Teachers	4 Crs.
ED 304	Concepts & Practices in ECE	3 Crs.
ED 305	ECE Laboratory I	3 Crs.
ED 306	Advanced Concepts & Practices in ECE	3 Crs.
ED 307	ECE Laboratory II	3 Crs.
ED 323	Motivation, Learning and Assessment	3 Crs.
ED 333	Content Area Reading	3 Crs.
ED 343	Fundamentals of Educational Thought	3 Crs.
ED 419	Developmental Reading	3 Crs.
ED 403	Classroom Instruction Laboratory in ECE	3 Crs.
Interdisciplinary emphasis or elementary certification (If the individual wishes to be certified K-8)		14 Crs.
ED 493	ECE: Student Teaching	7-14 Crs.
ED 498	Student Teaching Seminar	2 Crs.

Rationale of the Clinical Experience Program
in the Early Childhood Education Degree Program

Field/clinical experiences have emerged as a critical dimension to the teacher preparation process. The trend in field experiences for teacher education has moved from apprenticeship-like experiences toward laboratory and clinical experiences (Clark, Snow, and Shavelson, 1976; Cruickshank and Armaline, 1986; Scannel, Corrigan, Denemark, Dieterle, and Egbert, 1983). Over time it has become more apparent that the purpose of the teaching experience is changing from apprenticeship toward a more professional notion. A change emphasizing the need to create students of teaching--persons disposed to be more reflective and thoughtful about teaching and schooling as opposed to merely practicing teaching to meet some local standard of skill performance. John Dewey stated that:

> The primary question as to the latter (i.e., practice) is the aim with which it shall be conducted. Two controlling purposes may be entertained so different from each other as radically to alter the amount, condition, and methods of practice work. On one hand, we may carry on practical work with the object of giving teachers in training working command of the necessary tools of their profession; control of the technique of class instruction and management; skill and proficiency in the working of teaching. With this aim in view, practice work is as far as it goes, of the nature of apprenticeship. On the other hand, we may prepare to use practice work as an instrument in making real the vital theoretical instruction; the knowledge of subject-matter and of principles of education. (Dewey, 1904, P. 9)

According to Dewey, field/laboratory experiences should be designed to foster reflective criticism within students toward the nature of instruction, curriculum, and the purposes of education. Dewey strongly emphasized the need for instructional experimentation, creative curriculum development, and the evolution of an educational philosophy among students as they work with a diversity of children and educational environment (Nolan, 1982). The aim of field/clinical

experiences is to provide preservice teachers with a diversity of classroom life and opportunities so they might experiment, be reflective and act on thinking.

In the following, nine principles established by the American Association of Teachers Colleges (1984) provide the rationale framework for the ECE Clinical Experience Program.

Principle I

> The particular contribution of professional laboratory experience (including student teaching) to the education of teachers is three-fold: (1) an opportunity to implement theory-both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.

Principle II

> The nature and extent of professional laboratory experiences should be planned in terms of the abilities and needs of the student and should be an integral part of the total program of guidance.

Principle III

> Professional laboratory experiences should provide guided contact with children and youth of differing abilities and maturity levels and of differing socio-economic backgrounds for a period of time sufficient to contribute to functional understanding of human growth and development.

Principle IV

> The professional program should be so designed as to afford opportunity for responsible participation in all of the important phases of the teacher's activities, both in and out of school.

Principle V

> Professional laboratory experiences should be cooperatively developed by the student and his advisors. Adequate supervision and guidance should be provided through cooperative efforts of laboratory and college faculty.

Principle VI

> Professional laboratory experiences should be integrated with

other phases of the student's program. Professional education is the responsibility shared by all members of the faculty, each contributing to the maximum development of the student as individual, as citizen, and as member of the teaching profession.

Principle VII

Evaluation of professional laboratory experiences should be in terms of growth in understandings and abilities needed in the situations faced by the teacher working in our democracy.

Principle VIII

Physical facilities should be adequate to provide a range of firsthand experiences with children, youth, and adults in varied school, home, and community situations.

Principle IX

Professional laboratory experiences should be developed to recognize needed continuity in the pre-service and in-service educational programs.

Integral Content Components of the Clinical Experience Program in the Early Childhood Education Degree Program

The rationale framework of clinical experience established integral content components for the proposed ECE Clinical Experience Program (Berliner, 1985; Beyer, 1984; Borko, Livingston, McCaleb, & Mauro, 1988; Cruickshank, 1985; Cruickshank & Armaline, 1986; Goodman, 1985, 1987; Hayson, 1983; Noffke & Zeichner, 1987; Ross, 1987; Schon, 1983; Spodek, 1982; Tabachnick & Zeichner, 1984; Zeichner, 1980; Zeichner, Liston, Mahlios, & Gomez, 1987; Zeichner & Teitelbaum, 1982). They are:

I. Purpose of the Clinical Experience Program

To develop professionals: clinical, laboratory-like intention

(1). technical application of educational knowledge
(2). practical action and consequences
(3). critical reflectivity
(4). teaching as a craft/art and a science both.

II. Curriculum of the Clinical Experience Program

Directness and concreteness

(1). Direct experiences with reality. Students are the teacher-initiators, teacher-assistants, or teacher-associates teaching real learners in a real classroom.

(2). Direct experiences using a model of reality. Students are the teacher teaching in a contrived setting.

(3). Indirect experiences with reality. Students are "observing" real teaching.

(4). Indirect experiences using a model of reality. Students are "observing" simulated teaching.

III. Sequence/Placement of the Clinical Experience Program

(1). Preprofessional: prior to program admission

(2). Professional
(a). pre-student teaching
(b). student teaching
(c). post-student teaching

IV. Context and Duration of the Clinical Experience Program

Context/setting:

(1). In schools or community agencies: school or field-based

(2). In education units in universities: campus-based

Duration/extensiveness:

(1). Nominal: part-time

(2). Extensive: full-time

V. Field-based Faculty in the Clinical Experience Program

Field-based teacher educators should be selected for no other reason than that they are master teachers themselves and because they have the aptitude to foster the development of students of teaching. The most desirable quality should be the ability to raise preservice teachers' levels of cognition and affection about teaching and learning. In a collaborative endeavor, the field-based faculty is expected not only to cooperate by letting a preservice teacher come into the classroom and share children and materials but to participate in making decisions about the progress or competence of the preservice teacher.

VI. Campus-based Faculty in the Clinical Experience Program

Campus-based teacher educators should help students see the connection between specific classroom concerns and the social or educational assumptions, implications, and principles that

underlie their actions. In addition, campus-based faculty need to participate in establishing an environment within field placements that will allow students the opportunity for instructional and curricular experimentation.

Campus-based teacher educators responsible for teaching experiences should be rewarded so that the esteem of their role is commensurate with its importance. They also should be expected to conduct and be provided time for collaborative scholarship with their field-based counterparts. That inquiry can include qualitative, correlational, or experimental study that would provide knowledge of teaching experiences and their value.

VII. Evaluation of the Clinical Experience Program

Studies point out there has been very little research until quite recently on "what reality confronts preservice teachers once they are directly exposed to the classroom." Teaching experiences should be periodically evaluated to determine whether they are accomplishing their avowed purposes and whether accomplishing such purposes results in more effective teachers.

The Clinical Experience Program in the Early Childhood Education Degree Program

In this Early Childhood Teacher Education Program, five field/clinical/laboratory experience courses, corresponding with the theoretical foundation courses, are required for students majoring in the Early Childhood Teacher Education Program. They are: (1). ED 200--Aide Experience, concurrent with HEC 200--Human Growth and Development; (2). ED 305--ECE Laboratory I, with ED 304--Concepts and Practices in ECE; (3). ED 307--ECE Laboratory II, with ED 306--Advanced Concepts and Practices in ECE; (4). ED 403--Classroom Instruction Laboratory in ECE; and (5). ED 493--Student Teaching in ECE, with ED 498--Student Teaching Seminar.

In the proposed ECE clinical experience program, prior to student teaching, students spend four semesters in some type of field/clinical/laboratory placement. With each passing semester, students are expected to take on more responsibility for planning and implementing classroom activities. Students start out as "Teacher

Initiates" in which they observe and help the cooperating teacher and assist individuals and small groups of children with their work. Next, students become "Teacher Assistants" in which they continue this work, as well as plan and teach individual lessons to groups of children. Finally, students become "Teacher Associates" in which they assume all of these duties and also teach a small unit to a large group of children.

The program encourges experimentation and the integration of theory and practice during clinical experience. Students are encouraged to be creative and try new things. They are encouraged to understand that "there is no one right way to teach in the diversity of education." The purpose and content of the field experience is far beyond the traditional work; that is, to keep children quiet and on task, to help teachers run dittos and make bulletin boards, and to get through the designated curriculum within a prescribed time period (Gibson, 1976; Goodman, 1985; Tabachnick, Popkewitz, and Zeichner, 1979-80).

HEC 200 HUMAN GROWTH AND DEVELOPMENT 2 CRS.
ED 200 AIDE EXPERIENCE 1 CRS.

The two combined courses in theory and observation deal with the development and growth of the individual from birth to maturity. They provide a foundation for curriculum development in succeeding years of study. Lectures and discussions are included in HEC 200 and field-observations ED 200.

Purpose

This is the early field experience course in education. Students will be exposed to a diversity of children in different developmental ages and classroom situations. They will get to familiarize with children, classrooms, and schools. They will gain direct and first-hand experience upon which teacher education curriculum can both draw and be built. They will be aware of the professional knowledge of what it is like to be a teacher so that a more informed career choice can be made.

Curriculum

Emphasis upon observation--(1). observing children and youth of differing age levels at work in a variety of school situations; (2). interviewing children, youth, peers, and professionals; (3). listening for information; (4). observing for information.

Sequence/Placement

All students who will major in Education should take the course during the first semester of the sophomore year.

Context and Duration

Students will spend two and one-half hours per week for 15 weeks in two selected/assigned settings, one in a preschool or elementary level and the other in a middle or senior high level.

Field-based Faculty

The field-based faculty is carefully selected. They are master teachers themselves and furthermore they have aptitude to foster the development of students of teaching.

Campus-based Faculty

The campus-based faculty will function as supervisors to help students see the connection and/or gap between theory and practice in human growth and development.

The Director of Field Experience, College of Education is the coordinator of this course. Two graduate assistants majoring in Education in the Department of Education will work as the supervisors under the coordination of a faculty member.

Evaluation

Setting up by the coordinator of this course

ED 304	CONCEPTS AND PRACTICES IN EARLY CHILDHOOD EDUCATION	3 CRS.
ED 305	EARLY CHILDHOOD EDUCATION LABORATORY I	3 CRS.

The two combined courses in theory and practice not only deal with the psychomotor, cognitive, affective, and social development and growth of the individual from birth to the age eight but also the Early Childhood Education curriculum and program. They include lectures and discussions in ED 304 as well as observation, demonstration, and participation in ED 305.

Purpose

This will be the first clinical experience course for students majoring in ECE program. Students will observe and participate in a diversity of early childhood educational programs from birth to eight years old. Through exposure to a variety of programs and settings, students are expected to develop a broad perspective of Early Childhood Education and to see both the potential and the problems of

teaching.

This clinical course will serve several purposes. They are: (1). to familiarize participants with children, classrooms, and schools in different developmental ages; (2). to understand ECE programs as well as a classroom and school program; (3). to help gain knowledge and understanding of children and experience in instructing them; (4). to provide opportunity to put into educational practice what has been learned; (5). to learn the resources available within the classroom/school; and (6). to help develop a concept of the role of the teacher and of the school in the social order.

Curriculum

The curriculum of this course emphasizes observation and participation as a teacher-initiate and teacher-assistant. Use of parallel class discussions in the ED 304 course provides students the opportunity to reflect upon their observation, participating and even teaching experiences or experimentation with curriculum or instructional strategies.

The content of curriculum is:

(1). Some common experiences in class observation early in each site;

(2). Individual observation and participation in classroom over a consecutive period of time;

(3). Assisting individual and small groups of children with their work;

(4). Planning and teaching individual activities/lessons to small groups of children;

(5). Individualized-nature of activities based on needs and interests of the individual child.

Sequence/Placement

Students majoring in the ECE program will be advised to take this course during the first semester of the junior year.

Context and Duration

Students will spend six hours per week for 15 weeks (Total 90 hours) in eight assigned sites with children from birth to eight years old. The delivery of context and duration is stated in the following:

Developmental Age	Context	Duration	Frequency
0-2	Infancy Care Center	2 Hrs.	1 Time
	Home Care Involvement Prog.	2 Hrs.	1 Time
2-4	College Preschool Lab.	18 Hrs.	4-6 Times
	ISU Early Learning Center	14 Hrs.	4-6 Times

	Head Start Program	12 Hrs.	4-6 Times
5	Kindergarten	14 Hrs.	4-6 Times
	Montessori	12 Hrs.	4-6 Times
6-8	Grade 1	8 Hrs.	4-6 Times
	Grade 2 or 3	8 Hrs.	4-6 Times

Field-based Faculty

The clinical-based faculty is recommended by the university faculty, principals of school districts, inservice teachers, former students in ECE program (they are currently classroom teachers) and ECE student teachers. Eventually, the field-based teachers are selected by the ECE academic faculty.

Campus-based Faculty

The ECE academic faculty teaching ED 304 will work concurrently as the supervisor of ED 305 in order to ensure students see the connection between specific developmental program concerns and the social or educational assumptions, implications, and principles that underline their actions.

Evaluation

At the beginning of the course, students will be asked to complete a brief biographical history with the following questions: (1). What influenced you to become a ECE teacher? (2). What are your goals and expectations for your field placement?

During the semester, for each visit, students will be asked to complete an observation/participation form that asks the following questions: (1). Describe what you did during your observation. What activities did you participate, direct, or assist in? (2). Describe and react to the most significant event or situation that you observed this week. (3). What kind of interaction did you have with your students? (4). What kind of interaction did you have with the cooperating teacher?

At the end of the semester, students will be asked the following questions: (1). Did you accomplish your goals and expectations? If yes, how? If no, why? (2). Who was the most influential person for your development as a teacher during this experience? Why and how? (3). What was there about this experience that confirmed your expectations of teaching? (4). What was there about this experience that contradicted your expectations of teaching? (5). Describe an incident or interaction that may have influenced the kind of teacher you hope to become?

Through the three phases of evaluations from students, we are able to learn more about the quality and validity of field/clinical experience. What is the experience, from the eyes of the participant, of being a preservice teacher in a field experience? How do these preservice teachers make sense of the experience? The answers to such

questions will help teacher educators determine whether espoused purposes and actual experiences and outcomes match.

ED 306	ADVANCED CONCEPTS AND PRACTICES IN ECE	3 CRS.
ED 307	ECE LABORATORY II	3 CRS.

The two combined courses in theory and practice deal with the curriculum design and instructional pedagogy in the ECE program. They include lecture, demonstration, and discussion in ED 306 as well as participation and associate-teaching in ED 307.

Purpose

This is the advanced clinical experience course for students majoring in the ECE program. Students will participate and associately teach in three different settings, children from two to eight years old. This clinical course serves several purposes. They are: (1). to put into educational practice what has been learned; (2). to determine the extent to which one's subject matter background is adequate and the extent to which one can facilitate its acquisition by children; (3). to implement a cohesive unit of study/teaching; (4). to learn to become a "student of teaching" by developing high-level thinking skills; (5). to learn teaching skills and to practice them; and (6). to develop genuine rapport with and commitment to the children and cooperating teacher in his placement. As a result, the sense of confidence, autonomy, thoughtfulness, and creativity is enhanced during this teaching experience.

Curriculum

The curriculum of this course emphasizes participation and associate-teaching. Use of parallel class discussions in ED 306 provides preservice teachers opportunity to critically reflect upon their teaching, children in their care, and what they think are worthwhile curriculum and learning activities. Incorporating with the pedagogical course of ED 306, students have the time to research and develop their units and then to teach their units in the real classroom.

The content of curriculum:

(1). Designing and teaching a small unit to a large group of children;

(2). Diagnosing classroom settings, children behaviors and learning, teacher instructional strategies and manner, classroom management, and the interrelationship among teacher and children.

(3). Continuously practicing the curriculum of the previous course of ED 305.

Sequence/Placement

Students majoring in the ECE program will be advised to take this

course during the second semester of the junior year.

Context and Duration

Students will spend six hours per week for 15 weeks (Total 90 hours) in three selected and/or assigned sites with children from two to eight years old based on their personal and professional needs and interests. The delivery of context and duration is stated in the following:

Developmental Age	Context	Duration	Frequency
2-4	College Preschool Lab.	30 Hrs.	8-12 Times
5	Kindergarten, Montessori, or Head Start	30 Hrs.	8-12 Times
6-8	Grade 1, 2, or 3	30 Hrs.	8-12 Times

Field-based Faculty

The same as ED 305

Campus-based Faculty

The ECE academic faculty teaching ED 306 will work concurrently as the supervisor in the clinical course of ED 307 in order to help students to see the gap and bridge between theory and practice and to accomplish their avowed purposes efficiently.

Evaluation

The same as ED 305.

ED 403 CLASSROOM INSTRUCTION LABORATORY IN ECE 3 CRS.

In this laboratory course, students will test their knowledge of teaching and verify or modify their understanding of that knowledge. They will examine in-depth types of instructional planning and strategies, learning procedures, classroom management skills, and the dynamic relationships among those diverse variables in the complex teaching-learning environment from Kindergarten to the third grade.

Purpose

The purposes of professional laboratory training are to prepare students-of-teaching who will (1). act on principles; (2). continue to study teaching and learning in order to become more creative in the translation and transmission of ideas and ideals; and (3). continue to grow to become thoughtful, independent and capable of monitoring their own behavior.

Curriculum

Four alternative instructional approaches in preservice teacher education will be utilized in this laboratory course in order to facilitate students to verify and modify their understanding of teaching/learning (Cruickshank, 1985; Howsam et al., 1976; NCATE Standards, 1982; Scannell et al., 1983). The four approaches are: (1). microteaching, (2). simulations, (3). reflective teaching, and (4). protocols.

Sequence/Placement

Students majoring in the ECE program will be advised to take this course during the first semester of the senior year.

Context and Duration

Students will spend the first 10 weeks in the on-campus classroom laboratory to verify and modify their teaching knowledge and skills. In the following 4 weeks, students will spend 4 hours per week teaching in a real classroom. During the last two weeks, students will have reflective disscussions, evaluations and seminars on campus with university instructors, cooperative teachers and principals.

Field-based Faculty

The same as ED 305 and ED 307.

Campus-based Faculty

ECE academic faculty

Evaluation

The same as ED 305 and ED 307.

ED 493	STUDENT TEACHING IN ECE	7-14 CRS.
ED 498	STUDENT TEACHING SEMINAR	2 CRS.

Purpose

The purposes of student teaching are to provide sufficient "real life" experience to allow preservice teachers to examine teaching methods and styles, connect theory (chiefly learned in the college classroom) and practice (mostly as experienced in school settings), become familiar with the demands of teaching, and acquire the necessary skills and values needed to function adequately in that setting. As a result, prospective teachers will develop a sense of autonomy, thoughtfulness, reflectivity, and creativity for a life-span learning and teaching.

Curriculum

Prospective teachers are placed in public schools depending on their major and minor components. They will participate, teach, analyze, and administer a range of classroom procedures and teaching life.

Sequence/Placemert

Students majoring in the ECE program will be advised to take this course at the last semester of their teacher education program.

Context and Duration

Student teachers will spend a total of 18 weeks in two public/private school classrooms from k-3, nine weeks in kindergarten and the other nine weeks in the primary level from Grade 1-3.

Field-based Faculty

The same as ED 305 and ED 307

Campus-based Faculty

ECE academic faculty

Evaluation

(1). Ongoing Assignments

Unit/learning center plans
Lesson plans
Block plans
Observation annotation

(2). Teaching Performance

Evidence of planning
Motivation of children
Use of a variety of strategies
Use of a variety of materials
Active involvement by chidren
Questioning/discussing techniques
Clasrrom management
Lesson flow/transition
Evaluation procedures

(3). Personal/professional Qualities

Accepts constructive criticism
Exhibits patience and emotional control
Is enthusiastic and positive
Shows initiative
Dependable and follows through
Exercises good judgement/tact
Rapport with children
Relationship with cooperative teacher and school

Conclusion

Children and youth who are to grow in power to act-on-thinking

must have teachers who provide them with many and varied opportunities to think and to carry out action based upon thought. Field/clinical/laboratory experiences provide preservice teachers opportunity to implement basic concepts and ideas discussed in college classes by both doing and critical reflecting.

The nature and kind of clinical-based experience should derive from the total teacher education curriculum. Clinical experience program should culminate with careful consideration being given to what has been learned and what else needs to be known in order to become an independent, proficient, and reflective teacher.

Preservice teachers should have clinical and laboratory experiences both off and on campus. The on-campus experiences should include microteaching, exploration and resolution of classroom problems via simulations, thoughtful consideration or examination of controlled teaching episodes such as in reflective teaching, and use of protocol materials. Off-campus experience in natural classrooms should be concerned more with quality than quantity, and should be more laboratory and clinically oriented as in the professions than as apprenticeships in the building trades.

A diversity of age groups, programs and school/classroom settings should be provided. No one school can provide the needed range of experiences with children of varied cultural, ethnical, and socio-economic backgrounds, with different major educational philosophies, with varied types of instructional materials, and with different patterns of administrative organization.

References

Berliner, D. (1985). Laboratory settings and the study of teacher education. Journal of Teacher Education, 36 (6), 2-8.

Beyer, L. (1984). Field experience, ideology, and the development of critical reflectivity. Journal of Teacher Education, 35 (3), 36-41.

Borko, H., Livingston, C., McCaleb, J., & Mauro, L. (1987). Student teachers' planning and post-lesson reflections: Patterns and implications for teacher preparation. Paper presented at the 1987 American Educational Research Association Meeting, Washington, D.C.

Clark, M. C., Snow, R., & Shavelson, R. (1976). Three experiments in learning to teach. Journal of Teacher Education, 27 (2), 174-79.

Comfort, R. C. & Moore, J. R. (1986). A new five year program of teacher education: Curry school of education, University of Virginia. Paper presented at the meeting of the Association for Teacher Educators, Atlanta, Georgia.

Cruickshank, D. R. (1985). Models for the Preparation of America's Teachers. Bloomington, IN: The Phi Delta Kappa Educational Foundation.

Cruickshank, D. R., & Armaline, W. D. (1986). Field Experiences in Teacher Education: Considerations and recommendations. Journal of Teacher Education, 37 , 34-40.

Dewey, J., (1933). How We Think: A restatement of the relation of reflective thinking to the educative process. Chicago: Henry Regnery Co.

Dewey, J., (1938). Experience and Education. New York: Collier Books.

Erdman, J. (1983). Assessing the purposes of early field experience programs. Journal of Teacher Education, 34 (4), 27-31.

Glassberg, S., & Sprinthall, N. A. (1980). Student Teaching: A Developmental Approach. Journal of Teacher Education, 31, 31-38.

Goodman, J. (1985). What students learn from early field experiences: A case study and critical analysis. Journal of Teacher Education, 36 (6), 42-48.

Goodman, J. (1987). Key factors in becoming (or not becoming) an empowered elementary school teacher: A proliminary study of selected novices. Paper presented at the 1987 American Educational Research Association meeting, Washington, D.C.

Hayson, J. (1983). Inquiring into the Teaching Process: Towards Self-Evaluation and Professional Development. Toronto: Ontario Institute for Studies in Education.

Killian, J. E. & McIntyre, D. J. (1984). The nature of early field experiences: Its impact on teacher development. Paper presented at the annual summer workshop of Association of Teacher Educators, Richmond, Virginia.

McNergney, R. F. & Carrier, C. A. (1981). Teacher Development. New York: MaCmillan Publishing Co.

National Council for the Accreditation of Teacher Education. (1984). Draft notes from the NCATE Redesign committee work sessions. Washington, DC: The Council.

Noffke, S. & Zeichner, K. (1987). Action research and teacher thinking: The first phase of the action research on action research project at the University of Wisconsin-Madison. Paper presented at the 1987 American Educational Research Association Meeting, Washington, D.C.

Ross, D. D. (1987). Teaching teacher effectiveness research to students: First steps in developing a reflective approach to teaching. Paper presented at the 1987 American Educational Research Association Meeting, Washington, D.C.

Schon, D. (1983). The Reflective Practitioner. New York: Basic Books.

Seefeldt, C. (Ed.). (1987). The Early Childhood Curriculum: A review of current research. New York: Teachers College, Columbia University.

Silberman, C. E. (1971). Crisis in the Classroom. New York: Random House.

Spodek, B. (1982). Handbook of Research in Early Childhood Education. New York: The Free Press.

Tabachnick, B., & Zeichner, K. (1984). The impact of the student teaching experience on the development of teacher perspectives. Journal of Teacher Education, 35 (6), 28-36.

Thies-Sprinthall, L. (1984). Promoting the developmental growth of supervising teachers: Theory, research programs and implications. Journal of Teacher Education, 35 (3), 53-63.

Van Mannen, M. (1977). Linking ways of knowing with ways of being practical. Curriculum Inquiry, 6, 205-228.

Zeichner, K. (1980). Myths and realities: Field-based experiences in preservice teacher education. Journal of Teacher Education, 31 (6), 45-55.

Zeichner, K., Liston, D., Mahlios, M., & Gomez, M. (1987). The structure and goals of a student teaching program and the character and quality of supervisory discourse. Paper presented at the 1987 American Educational Research Association meeting, Washington, D.C.

Zeichner, K., & Teitelbaum, K. (1982). Personalized and inquiry-oriented teacher education: An analysis of two approaches to the development of curriculum for field-based experiences. Journal of Education for Teaching, 8 (2), 95-117.

Watts, D. (1986). A school of pedagogy: Teacher education's model for excellence. Contemporary Education, 57 (3), 126-29.